

SafeRoutes

Vermont Safe Routes to School



Fayston Elementary School

Safe Routes to School Travel Plan

June 2012



Prepared with assistance from the VT SRTS Resource Center

SafeRoutesVT.org

INTRODUCTION

This Travel Plan represents the work of the Fayston Elementary School Safe Routes to School (SRTS) Team. Our school is a Silver-Level Partner with the Vermont Safe Routes to School Resource Center. We hope the ideas and recommendations developed during this process will guide us in creating a well-balanced approach to building our SRTS program at Fayston Elementary School.

A SRTS team consisting of parents, teachers and other community stakeholders provided input, guidance, and oversight in writing our plan. Our school team will use this document as a resource to plan our encouragement, education, enforcement, and evaluation efforts with assistance from the VT SRTS Resource Center.



The Vermont Agency of Transportation (VTTrans), through the Vermont SRTS Resource Center, has provided technical assistance in producing this plan. With the help of the Resource Center, we have identified infrastructure improvements that would have a positive impact on walking and biking to school. These infrastructure recommendations are considered planning level and will

The Five E's

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

Engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

Education programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

Enforcement strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

Encouragement activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

Evaluation is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- Excerpted from "Safe Routes to School: A Transportation Legacy", the report of the National Safe Routes to School Task Force

require further engineering analysis to determine feasibility. It is our hope that our recommendations can be the basis for grants and/or improvements initiated by the Town of Fayston.

Members of the Fayston Elementary School Travel Plan Team	
Cathryn Hayes Principal	Karen Nelson DOH School Liason
Patty Smith School Nurse	Olivia Carley Student
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TEAM VISION

The Safe Routes to School (SRTS) program at Fayston Elementary School aligns with the community’s efforts to promote active transportation. The SRTS program goals of combining engineering, education, enforcement, evaluation, and encouragement strategies (also known as the Five E’s) to improve the safety and health of students who walk to school, fit our school and town’s values perfectly.

Our vision for Fayston Elementary School (and the surrounding neighborhood) is:

- To be a place where physical activity and outdoor experiences are part of everyday life
- To be a place where the Safe Routes to School program is an extension of the entire community
- To be a place where biking and walking are considered a common thought/method of transportation
- To be a place where the Safe Routes to School program is all-inclusive
- To be a place with safe pedestrian crossings across German Flats Road

This SRTS Travel Plan outlines our school’s intentions for making walking to and from school more sustainable and safer for students and the community. Through our SRTS program we hope to reach a rate of 80% of our students participating with future walking school bus and walking routes at least two days a week for year one and have 100% full participation in five years.

ABOUT THIS PLAN

Our SRTS team met three times with the VT SRTS Resource Center to develop this SRTS Travel Plan and once more on our own to adopt the plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. The “engineering meeting” included a guided walk audit of the areas around our school. We also discussed education, encouragement, enforcement, and evaluation strategies, which helped identify needed and complimentary programs to support proposed engineering strategies.

Meeting Date	Content and Outcomes
December 2011	Kick-off Meeting: How the VT SRTS Travel Plan Works <ul style="list-style-type: none"> - Award of the planning assistance grant - Overview of the planning process
February 2012	Engineering Meeting <ul style="list-style-type: none"> - Team visioning - Opportunity and barrier discussions - Walk audit - Observed arrival and dismissal
March 2012	Plan Review <ul style="list-style-type: none"> - Reviewed the draft plan - Identified roles and immediate steps for non-engineering recommendations
May 2012	Plan Adoption <ul style="list-style-type: none"> - Adopted Plan - Began implementation of non-infrastructure recommendations

TRAVEL PLAN CONTEXT

FAYSTON ELEMENTARY SCHOOL AND FAYSTON OVERVIEW

Fayston Elementary School is located in Fayston, VT, a small rural community within Vermont’s central Mad River Valley. The Mad River Valley is home to an assortment of recreational, business, and lifestyle opportunities. Sugarbush’s Mount Ellen and Mad River Glen ski areas are located in the town, along with various ski-related facilities and services, making Fayston a popular tourist destination.

Fayston Elementary School is sited on German Flats Road, which serves as an access road to Sugarbush's Mount Ellen base area from Route 17. Nearly all traffic into the Mount Ellen ski area passes by the school. German Flats Road is an arterial Class 2 roadway with a school zone speed limit of 25 mph and 35 mph outside the school zone.

All trips to school require travel on German Flats Road and/or off-street trails because of few number of intersections with German Flats Road and the relative low-density residential development and the Town of Fayston street network. The location of Fayston Elementary on a primary main road makes it feasible for students to map out walking and biking routes and presents opportunities to increase walking and biking. However, traffic conditions along German Flats Road and the lack of pedestrian and bicycle infrastructure deter parents from allowing their children to walk or bike to school.

Traffic data was collected at both existing flashing school sign locations and performed by Central Vermont Regional Planning Commission (CVRPC) on German Flats Road from March 16th to 27th, 2012. The traffic data collected revealed that vehicles traveling on German Flats Road exceeded the 35 mph posted speed limit, particularly southwest traffic towards Mt. Ellen base area.¹



Context Map of Fayston Elementary School

¹ Data collection site 17, northeast of the school had an average daily traffic (ADT) volume of over 2,000 vehicles and monitored vehicles traveling northeast at speeds of up to 49 mph (85th percentile) with an average speed of 42 mph. The speed data collected for vehicles traveling southwest was 49 mph (85th percentile) with an average speed of 39 mph. Data collection site 33, southwest of the school had an ADT volume of over 2,000 vehicles and collected vehicle speeds traveling southwest at 44 mph (85th percentile) with an average speed of 34 mph. The speed data collected for vehicles traveling northeast was 41 mph (85th percentile) with an average speed of 30 mph.

The SRTS program at Fayston Elementary School is a key component in the school's efforts to improve the health of its students. The SRTS program also complements the Mad River Valley's and Fayston's efforts towards promoting pedestrian facilities and bicycle routes.

Vermont passed Complete Streets legislation, which took effect July 1, 2011. Complete Streets policies ensure that state and local transportation agencies consider all users in the design and operation of the right of way to make roads safer and more accessible for all users regardless of age or ability. Complete Streets policies working in tandem with the SRTS travel plan will continue Fayston's walkable, bikeable, and sustainable approach.

CURRENT SCHOOL DEMOGRAPHICS

Our school has a total of 97 students enrolled for the 2011-2012 school year. Our school serves grades K-6. Fayston Elementary School provides busing to all enrolled students.

Demographic	Count	Percentage of student body
Free/Reduced Lunch	0	0%
Students with Disabilities	1	1%
Limited English proficient students	2	2%
Distance From School		
Students living within 1/4 mile of school	2	2%
Students living within 1/2 mile of school	11	11%
Students living within 1 mile of school	14	14%
Students living within 2 mile s of school	33	34%
Students in grades K-3	54	56%
Students in grades 3-6	42	43%

CURRENT STUDENT TRAVEL MODES

Travel Mode	Walk	Bike	School Bus	Family Vehicle	Carpool	Public Transit	Other
Percentage of Student Body (AM)	0%	0%	27%	72%	1%	0%	0%
Percentage of Student Body (PM)	0%	0%	70%	30%	1%	0%	4%

Data based on SRTS Student Tallies administered in February 2012

SCHOOL ARRIVAL AND DISMISSAL PROCEDURES

Fayston Elementary School relies on policies, practices, and support activities to ensure a safe and orderly process for arrival and dismissal, regardless of how students travel to school. Parents are reminded of these procedures in the student handbook and in monthly newsletters mailed to students' homes.

Fayston Elementary School has one driveway that all vehicles use to drop off and pick up students. In the morning, parents drive to the school entrance where a teacher escorts children into school. Parent drivers are encouraged to stay in the car at all times to reduce congestion.

The bus drop-off is located at the west end of the school near the main entrance. From here, students proceed to the gym for morning program.

Students walking or biking to school must use the main entrance as all other doors to the school are locked.

In the afternoon, buses line up side-by-side along the school's primary parking lot aisles adjacent to the school sidewalk entrance/exit. Students who ride the bus are released at 2:25pm. Students waiting for



Bus riders are released from the main entrance.

their parents are ushered to the gym to wait for their arrival. Parents are not permitted to enter the school driveway until the buses have left, and safety cones are used with the buses to alert motorists that access to the pick-up area is prohibited. On the day of the walk audit, parents were observed queuing along German Flats Road and the school driveway waiting for the buses to depart.

Students who have received parental permission to walk or bike to and from school are released at the same time as school bus riders at 2:25pm. These students are released from the main entrance, the same place as the school bus riders.

When the buses have loaded and left the school driveway, parents must find a parking space in the primary parking lot and walk into the school to pick up their children.

Arrival		
Travel Mode	Procedure	Time
Walk	Arrive staggered	7:20-7:40 AM
Bike	N/A	N/A
School Bus	Arrive first. Unload and go directly to class.	7:20- 7:40 AM
Family Vehicle	Arrive staggered	7:25-8:00 AM
Dismissal		
Travel Mode	Procedure	Time
Walk	Bus riders and walkers exit together from same school exit.	2:25-2:35 PM
Bike	N/A	N/A
School Bus	Bus riders and walkers exit together from same school exit.	2:25-2:35 PM
Family Vehicle	Students waiting for their parents are released out of the school main entrance after buses have been loaded and leave.	2:25-2:35 PM

EXISTING TRAVEL HABITS

Students travel from all directions to Fayston Elementary School. Students who walk to school are concentrated on German Flats Road and existing off-road trails that connect to the school grounds.

On February 15th 2012, (the day of our safety audit) we observed no students bicycling to school and only one student walking to school.

Parents of students, who drive their children to school, listed the following reasons for doing so (the factors are listed from most to least influential):

- Lack of sidewalks or pathways
- Speed of traffic along route
- Distance
- Amount of traffic along route
- Weather or climate
- Safety of intersections and crossings
- Time
- Adults to Bike/Walk with
- Child's participation in after school program
- Convenience of driving
- Crossing guards
- Violence or crime



German Flats Road is a key walking route for students.

The parent surveys (collected in the spring of 2012) showed that if some of the conditions listed above were changed, they would reconsider allowing their children to walk to school. Many of the issues in the list above can be addressed with either infrastructure or non-infrastructure strategies (or in some cases both!). We kept these concerns in mind when picking the strategies that we want to accomplish this school year, 2012-2013.

KEY ISSUES

The team identified the following barriers to walking and biking:

Issue: A lack of sufficient marked crossings, relatively high vehicle volumes and relatively high vehicular speeds on German Flats Road.

Crosswalks are not present on German Flats Road. Limited and non-compliant signage does not adequately alert motorists that pedestrians may be present. In particular, the team noted a direct need to cross German Flats Road at the school in order to access the outdoor classroom and evacuation site safely. German Flats Road is scheduled for a resurfacing project in the spring 2012.



Crosswalk markings are absent along German Flats Road.

Issue: An overall lack of sidewalks along key walking routes deters parents from allowing their children to walk to school.

German Flats Road and all residential neighborhoods lack sidewalk infrastructure. The narrow road shoulders and the lack of delineated space does not provide enough clear width for pedestrian travel.

Issue: Unorganized travel environment for pedestrians in the primary and secondary parking lots. The parking lot design creates many potential conflicts between pedestrians and motorists. Pedestrians do not have a clear path of travel from the primary and secondary school parking lots. Some parents were observed pulling out of the parking lots without stopping for students. Grade separated pedestrian paths are needed to minimize conflicts in the pedestrian and motorist network.

Issue: Insufficient way-finding signage for the off-road trail network.

The existing off-road trail network provides off-street access for students to the school. However, the lack of adequate way-finding signage deters parents from allowing their students to use the trail. Enhancing the trails with a color-coded signage system would promote walking and inform people of the surroundings so they become familiar with the lay of the land.



Off-road trail network lacks way-finding signage.

OVERVIEW: TRAVEL PLAN RECOMMENDATIONS

This Travel Plan is comprised of several sections detailing activities and programs for our school to implement now and projects for us to develop over time with local officials.

Non-Engineering Plan

This Travel Plan identifies best practice education, encouragement, enforcement, and evaluation activities and programs suitable for our school. Information on the advantages and considerations for each strategy as well as resources to help us implement each are included in the **Appendix F**.



Our team completed a walk audit during our second meeting.

15-Month SRTS Activity Calendar

Our team will pursue a smaller subset of items in the non-engineering plan during the next 15 months. We will review our work periodically, adding further activities designed to continue the SRTS program momentum.

Engineering Recommendations

With assistance from the Vermont SRTS Resource Center, we have identified short, medium, and long-term engineering treatments to make walking and bicycling to school safer for our students.

NON-ENGINEERING TRAVEL PLAN

We identified a number of activities and programs to promote walking and biking to school. These activities and programs, while grouped by “The Five E’s”, are dependent upon each other for their individual success. We plan to work on our highest priority programs this year, following up with other programs in successive years. We used the timeframe below to determine when to initiate programs:

Type	Short	Medium	Long
Encouragement, Education, Enforcement, Evaluation	Within 12 months <i>Or, what we plan to do this school year</i>	Within 2 years <i>Or, what we plan to do next school year</i>	Longer than 2 years <i>Or, what we plan to do starting in two years</i>

EDUCATION STRATEGIES

The education strategies included in our 15-month activity calendar are aimed at providing all students with safe walking skills. Our education-focused activities this year will include:

- Teaming with a local cycling instructor/organization for a bicycle safety fair
- Reviewing safe walking skills with 6th graders before the Spring Montreal trip



Safety education is a priority for this Travel Plan.

Other education strategies we will work on after this year are:

- Utilizing evacuation drill and travel to the outdoor classroom to practice walking safety skills
- Implementing the WalkSmart/BikeSmart Vermont! safety education curriculum with all students
- Continuing to provide students with travel safety activity booklets

ENCOURAGEMENT STRATEGIES

Encouragement strategies included in our 15-month activity calendar will help students and their parents feel more comfortable and confident about walking and bicycling to school. Our encouragement activities this year will include:

- Participating in Valley Walk and Roll to School Day
- Participating in Way to Go Week
- Mapping off-road opportunities to access the school and sending findings home in Thursday folders to share with parents/students (Maps to be included in their family handbook)



Encouragement of existing school dismissal policies is a priority for this travel plan.

Other encouragement strategies we will work on after this year are:

- Participating in Valley Walk and Roll to School Day

- Organizing walking school buses in neighborhoods that can connect to existing off-road trail networks
- Starting a mileage club or “Walk the Long Trail” so students/staff can track their activities (both during and outside of school hours)
- Utilizing the VT SRTS Resource Center and implementing our own incentive items for biking/walking to school
 - Golden Shoe Award
 - Stickers, pencils, and punch cards
 - Costume dress up

ENFORCEMENT STRATEGIES

Our SRTS enforcement strategies are aimed at changing the behavior of drivers and also making the neighborhood safer and more secure for students walking to and from school.

The Town of Fayston currently lacks a local police presence and in the future we hope to team with a county police department. Our enforcement activities this year will include:

- Creating a safe drivers’ pledge for parents (To be sent home on the first day of school with the parent information packet and posted on SRTS bulletin board)
- Safety advertisements in The Valley Reporter

Other enforcement strategies we will work on after this year are:

- Starting a Community Captains program
- Utilizing a speed trailer/feedback machine (Waitsfield has an existing machine)

EVALUATION STRATEGIES

Evaluation is an important component of our SRTS program. We plan to complete regular in-classroom student tallies and evaluation tools such as the student tally and parent survey forms provided by the National Center for Safe Routes to School (NCSRTS). We first administered these in February of 2012 and they provided baseline information on student travel behavior. Subsequent student tallies and parent surveys will help us to measure the effectiveness of SRTS efforts over time.

We will continue to conduct annual walk audits to evaluate the existing walking and biking environment as well as to monitor the progress of recommended projects.

Other evaluation strategies we will work on after this year are:

- Administering the parent surveys twice annually (fall/spring) to capture opinions of new parents and change in overall parental perceptions
- Collecting student tally data each year to measure progress toward goals
- Keeping the SRTS Travel plan updated and using it as a tool for increased SRTS activities

Evaluation Tool	Leader	Schedule
Parent Surveys	School Administration	Twice annually in Spring and Fall
Student Tallies	School Administration	Twice annually in Spring and Fall
Walk Audits	SRTS Champion	Annually, two weeks before school

ENGINEERING TRAVEL PLAN

Our goal for these engineering strategies is to improve the physical environment along existing walking routes that students use. Engineering improvements generally fall into three categories: providing sidewalks and paths, improving crossings, and infrastructure projects associated with improving the safety and efficiency of school drop-off and pick-up practices. Descriptions of typical engineering recommendations can be found in **Appendix B**.

We recognize that infrastructure improvements can take time to complete and are a collaborative effort between Fayston Elementary School, the Town of Fayston, and potentially the Vermont Agency of Transportation (VTTrans) to implement the projects. The following short, medium, and long term time estimates are a guide for anticipated project completion, but actual timeframes may vary:

Short term	Within 2 years
Medium term	Within 5 years
Long term	Longer than 5 years

The team prioritized the infrastructure improvements as high, medium, or low. The factors affecting this ranking include:

- Locations with specific safety concerns
- Locations along existing student walking or bicycling routes, or with a significant number of school family residences
- Locations that are priorities for the school community

Engineering Recommendations for specific locations in the vicinity of Fayston Elementary School can be found in **Appendix C**.

CONSIDERATIONS FOR DESIGN AND FUNDING

Design

- All infrastructure recommendations in this plan are considered “planning level” and will require further engineering analysis, design, or public input before implementation.
- Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing lane patterns, etc.) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions.
- Drainage, existing utilities, and ADA compliance will need to be evaluated for all recommendations at the time of design. ADA guidelines recommend particular design features to accommodate persons with disabilities. ADA design considerations for curb ramps, sidewalks and paths, include appropriate slopes, landing areas, surface conditions, and the use of detectable warning materials for visually impaired pedestrians, among other design features.
- Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient right-of-way exists or that a method to gain needed right-of-way will be identified as the project progresses.

- VTrans district office staff will be involved in the planning and design process for any recommendation made on the state system.
- All infrastructure recommendations should comply with federal, state, and local standards including the American Association of State Highway and Transportation Officials' Policy on Geometric Design of Highways and Streets and the Manual on Uniform Traffic Control Devices (MUTCD).
- Refer to the Vermont Pedestrian and Bicycle Facility Planning and Design Manual for guidelines on pedestrian and bicycle accommodations.

Funding

- A variety of funding sources may be used for the recommendations, including Safe Routes to School. For example, projects requiring right-of-way acquisition or relocation of existing utilities will not be eligible with SRTS funds, but may be funded through other sources.

More information about the types of projects eligible for SRTS funding through VTrans is available at http://saferoutes.vermont.gov/getting_started/funding.

ATTACHMENTS

- A. Non-infrastructure Strategy Calendar
- B. Typical Infrastructure Recommendations
- C. Location-Specific Engineering Recommendations and Location Key
- D. School Profile
- E. Student Travel Tally February 2012/Parent Survey Reports March 2012
- F. Non-Engineering Strategies Resource Guide

APPENDIX B TYPICAL INFRASTRUCTURE RECOMMENDATIONS

The following infrastructure recommendations are typical treatments used in SRTS projects. These recommendations may or may not be included in this travel plan. The basic information is provided to give an overall understanding and implementation guidance on each treatment.

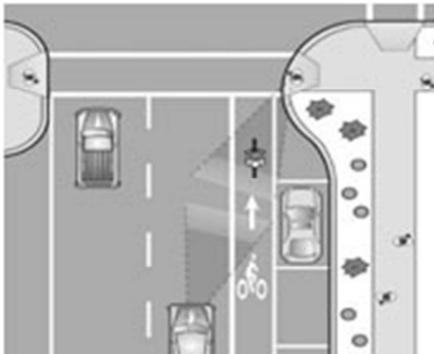


Rectangular Rapid Flashing Beacons:

Rectangular rapid flashing beacons (RRFB), as shown to the left, are warning beacons used to increase visibility of students and all pedestrians as they cross the roadway at uncontrolled crosswalks. This type of signal is pedestrian-activated, i.e., the signal will only flash if a pedestrian has pushed a button, indicating that they need to cross the street. Any proposed RRFB locations need to meet current guidance provided in the interim approval of the MUTCD. For proposed uncontrolled crosswalks on state maintained roads, VTrans approval and justification are needed.

Curb Extensions:

Curb extensions, as shown below, are recommended to reduce pedestrian crossing distances (and thus exposure to traffic) and to slow motor vehicle turning speeds at intersections. Curb extensions located along school bus routes should effectively calm traffic, but not impede buses from making the turn. Design considerations should include the appropriate design vehicle, maintenance concerns, and snow plow accommodations depending on the roadway jurisdiction.



Curb Radius Reductions:

Curb radius reductions are recommended to slow motor vehicle turning speeds and to reduce pedestrian crossing distances (and thus exposure to traffic). Curb radius reductions involve tightening the motor vehicle turning radius at an intersection, as

shown to the left, without extending the curb line into a parking lane. Curb radius reductions located along school bus routes should effectively calm traffic but not impede buses from making the turn. Design considerations for curb radius reductions include the appropriate design vehicle depending on the roadway jurisdiction and ADA compliance.

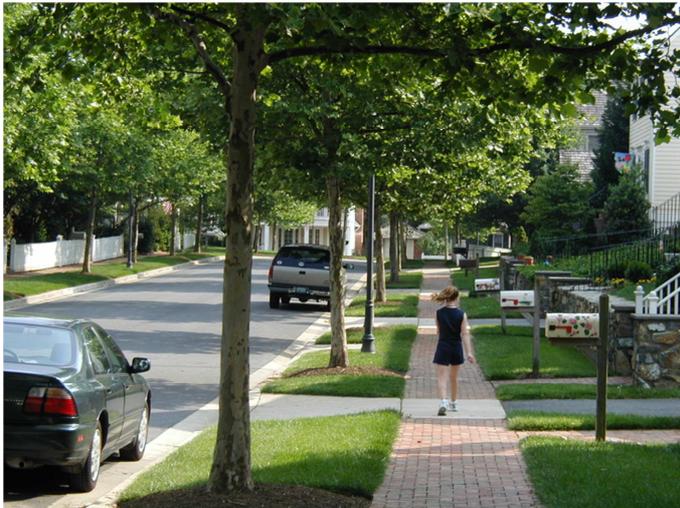
High Visibility Crosswalks:

High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used and the most common patterns are variations of the ladder style, shown right. Reflective durable materials should be used to resist decay.



Sidewalks and buffers:

One of our long-term goals is to establish a well-connected sidewalk network throughout the neighborhoods so that families can walk for more of their daily trips, rather than drive. Sidewalks are the most effective when they include a buffer. This buffer increases pedestrian comfort and safety and can also serve as a place for pedestrian “overflow”, especially closer to the school where groups of walkers are largest. Based on Vermont Pedestrian and Bicycle



Facility Planning and Design Manual, the preferred design for sidewalks is a minimum six foot wide sidewalk with a minimum two foot wide buffer for local roadways with curbs. For downtowns and village centers on roadways with curbs, the preferred design for sidewalks is a minimum eight foot wide sidewalk with a minimum four foot wide buffer. For roadways without curbs, the buffer should be a minimum of five feet. Available right of way will impact the ultimate design of the sidewalk.

School Zone Identification:

School pavement markings are recommended to alert motorists that they are entering a school zone where pedestrians may be present both along and crossing the roadway. New pavement markings can work with existing school zone signs to reinforce the message to motorists about the school zone. The detail provided in the figure below is an excerpt of the MUTCD.



Speed Feedback Signs:

Communities may use a mobile “speed trailer” that can be placed in locations where motorists exceed the speed limit often enough that passive enforcement is appropriate. Permanently installed feedback signs, shown right, provide ongoing information to motorists about the speed at which they are traveling. SRTS recommended any potential feedback signs be strategically located at main access points.



For towns interested in reducing the speed limit of a roadway, an engineering study needs to be conducted by the town. Approval from VTrans is needed for state maintained roads.

Pedestrian Refuge Island:

A Pedestrian refuge island, as shown right, may be used to narrow the roadway, reduce motor vehicle speeds, and improve pedestrian crossings. In locations with crosswalks, these islands improve pedestrian safety and access by reducing crossing distances and enable pedestrians to cross roadways in two stages. Pedestrian refuge islands should be used on multi-lane roadways or roadways with insufficient vehicular gaps to pedestrians to safely cross. Prior to design, a gap study should be conducted. Other considerations for pedestrian refuge islands include ADA compliance, maintenance concerns, and snow plow accommodations.



Appendix C: Location-Specific Engineering Recommendations

SRTS engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding them. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, as well as establishing safer and fully accessible crossings, walkways, trails, and bikeways.

The following table provides a summary of the engineering strategies recommended for Fayston Elementary School. These recommendations were developed by Toole Design Group, LLC based on input from the Fayston Elementary SRTS Team. The table includes an estimate of the amount of time that is likely to be needed to implement the recommended improvements at each site (Estimated Time Frame). The table also indicates the priority of the proposed improvements at each site for the Fayston Elementary SRTS Team (Team Priority).

These recommendations are for planning purposes only and may require further engineering analysis, design, or public input before implementation and shall be in full compliance with the Manual on Uniform Traffic Control Devices for Streets and Highways, (MUTCD) Latest Edition adopted by the state.

The summary table provided below is followed by information about implementation and a map which shows where the recommendation sites are located in relation to the school.





North



Description of Streets with Engineering Recommendations

Street name	Classification of Town Highways	Speed Limit	Curb/No curb & Surface
Barton Road	Private Road		No curb - Unpaved
German Flats Road	Class Two	35	No curb - Paved
Hiddenwood Road	Private Road		No curb - Unpaved
Fiddlehead Road	Private Road		No curb - unpaved
Mt Ellen Road	Class Two from Barton Road to German Flats Road Private Road from Barton Road to Mt Ellen base lodge at Sugarbush ski area	35	Class Two No curb - Paved Private Road No curb - Unpaved
Shady Tree Lane	Private Road		No curb - Unpaved

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>A</p> <p>German Flats Road</p> <p>This is a Class 2 roadway with two 11-foot travel lanes bearing three feet of unpaved shoulder. The right-of-way is roughly 30-feet wide.</p> <p>The posted speed limit is 35 mph.</p> <p>German Flats Road provides direct access to Sugarbush's Mount Ellen ski base area to the west and also intersects with Route 17 to the east. It experiences high traffic speeds and high volumes of vehicular traffic.</p>	<p>German Flats Road is the only direct route for biking, walking, and motor vehicle travel to Fayston Elementary School.</p> <p>Motorists were observed traveling at relatively high speeds and in relatively high volumes during the morning arrival and afternoon dismissal observation.</p> <p>The lack of sidewalks, pedestrian crossings, and school zone signage on German Flats Road does not properly alert motorists that pedestrians are present and creates uncomfortable walking conditions on this corridor.</p> <p>Specifically, the team requested marked crossings to access two sites across German Flats Road: the outdoor classroom to the east and the evacuation site to the west of the school on German Flats Road.</p>	<p>A1. Install a sidewalk on the south side of German Flats Road from the evacuation site driveway to the outdoor classroom driveway. Install a sidewalk segment on the north side of German Flats Road east of the school driveway to connect to the proposed sidewalk for B1 that will allow for pedestrian queuing and waiting to cross German Flats Road safely.</p>	<p>Short term</p>	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	<p>High</p>
		<p>A2. Install one high-visibility, durable, ladder-style crosswalk crossing German Flats Road east of the school driveway.</p>	<p>Short term</p>		
		<p>A3. Install ADA-compliant curb ramps at both ends of the crosswalk proposed for A2.</p>	<p>Short term</p>		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
A (Continued)		A4. Install two rectangular rapid flashing beacons (RRFB) on German Flats Road (one at each end of the proposed crosswalk in A2).	Long term	<input checked="" type="checkbox"/> <i>Safety concerns.</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i> <input checked="" type="checkbox"/> <i>Priorities for the school community.</i>	High
		A5. The summer 2012 resurfacing project on German Flats Road provides an opportunity to make the road safer and more accessible for all users. For the short term recommendation, restripe German Flats Road with 10-foot travel lanes. The long term engineering treatment on German Flats Road is to widen the paving and stripe 10-foot lanes and 6-foot bike lanes in order to provide adequate formal bicycle accommodations.	Short term/ Long term		
		A6. Install Fayston Elementary School wayfinding signage from Route 17 to the Mt Ellen Road.	Short term		
		A7. Install 'SCHOOL' (S1-1) signs with high fluorescent yellow/green color.	Short term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
A (Continued)		A8. Install speed feedback signs at both existing school zone sign locations to alert drivers to their actual speed and the posted speed limit. There is potential to use the existing solar powered signs as the power source.	Short term	<input checked="" type="checkbox"/> <i>Safety concerns.</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i> <input checked="" type="checkbox"/> <i>Priorities for the school community.</i>	High
		A9. Retime the existing flashing signal lights to only flash during arrival and dismissal hours when school is in session.	Short term		
		A10. Install 'SCHOOL' pavement markings at both existing school zone sign locations.	Short term		
		A11. Trim existing tree branches and clean graffiti from existing signage for improved visibility.	Short term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>B</p> <p>School Driveway/School Grounds</p> <p>This is a T-intersection.</p>	<p>This intersection receives heavy vehicular traffic from German Flats Road.</p> <p>Pedestrians do not have a clear, dedicated path from the primary or secondary parking areas to access the school's main entrance.</p> <p>Students were observed using the school driveway and parking lot aisles as walking routes.</p>	<p>B1. Install a sidewalk on the east side of the school driveway connecting to the existing sidewalk segment in front of the school's main entrance with the sidewalk proposed for A1.</p>	Short term	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	High
		<p>B2. Install a sidewalk on the north side of the primary and secondary parking lots connecting the existing trailhead (located in the secondary parking lot) to the existing sidewalk at the main entrance of the school.</p>	Medium term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>C</p> <p>School Driveway/School Grounds</p> <p>This is a T-intersection.</p>	<p>The school driveway and German Flats Road intersection consists of a large amount of pavement for pedestrians to cross and large turning radii which allows for higher speed turning movements.</p> <p>There is a lack of signage or pavement markings to alert motorists that the German Flats Road intersection is approaching.</p>	<p>C1. Install a 'STOP' sign, stop bar, and 'STOP' pavement markings on the school driveway at the German Flats Road intersection.</p>	Short term	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	High
		<p>C2. Install a high-visibility, durable, ladder-style crosswalk across the school driveway.</p>	Short term		
		<p>C3. Install ADA-compliant curb ramps at both ends of the proposed crosswalk for C2.</p>	Short term		
		<p>C4. Reconstruct and realign a portion of the school driveway and German Flats Road intersection so the school driveway approaches the German Flats Road intersection at a 90-degree angle.</p>	Long term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>D</p> <p>Mount Ellen off-road trail</p> <p>An off-road trail connects Fiddle Head Road at the Mount Ellen ski base area to the secondary parking lot at the school.</p>	<p>Enhancing the trail with wayfinding signage and routine trail maintenance would increase usability for all users.</p>	<p>D1. Team up with students to install wayfinding markings and signage from the Mount Ellen ski base area to the secondary parking lot at the school. Formalizing the trail will require ADA compliance, necessary easements, and parcel ownership verification for the off-road trail alignment.</p>	Short term	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	High
		<p>D2. Team up with students, private landowners, the Town of Fayston, the Vermont Trails & Greenways Council, and the Mad River Path Association to schedule long term trail management and a maintenance program.</p>	Long term		

Site	Need	Recommendation	Time Frame	Ranking Factors	Team Priority
<p>E</p> <p>Shady Tree Lane off-road trail</p> <p>An off-road trail connects the Shady Tree Lane neighborhood to the playground area in the rear of the school.</p>	<p>Enhancing the trail with wayfinding signage and routine trail maintenance would increase usability for all users.</p>	<p>E1. Team up with students to install wayfinding markings and signage from the Shady Tree Lane neighborhood to the playground area at the rear of the school. Formalizing the trail will require ADA compliance, necessary easements, and parcel ownership verification for the off-road trail alignment.</p>	Short term	<p><input checked="" type="checkbox"/> <i>Safety concerns.</i></p> <p><input checked="" type="checkbox"/> <i>Existing walking or bicycling routes.</i></p> <p><input checked="" type="checkbox"/> <i>Priorities for the school community.</i></p>	High
		<p>E2. Team up with students, private landowners, the Town of Fayston, the Vermont Trails & Greenways Council, and the Mad River Path Association to schedule long-term trail management and a maintenance program.</p>	Medium term		

Vermont Safe Routes to School Partnership Form

Please complete entire form and return to info@saferroutesvt.org or fax to 802.928.5712. Forms can also be sent to:
 Vermont Agency of Transportation, Program Development - LTF,
 1 National Drive, Montpelier, VT 0563-5001, Attn: Almee Pope.

SafeRoutes

Vermont Safe Routes to School



School Name: Fayston Elementary School

Address: 782 German Flats Road, Fayston, VT 05673

Telephone: 802-496-5297

Fax: 802-496-5297

School Hours: 7:40 - 2:25

1. Do you have an existing Safe Routes to School Program? YES NO

If yes, please check the SRTS Elements your school currently participates in:

- Education Enforcement Encouragement Evaluation Engineering

2. Has your school completed a SRTS Travel Plan? YES NO

If no, would you like to be considered for hands-on Travel Plan assistance offered by the Resource Center? YES NO

3. How many students attend this school? List total student population per grade:

K	1	2	3	4	5	6	7	8
12	10	19	13	15	11	17	0	0

4. Approximately what percentage of students live within one mile _____ or two miles _____ of the school?

5. Approximately how many students currently walk 2 or bike 2 to school?

6. How many crossing guards are assigned to this school? 0

7. Please CHECK the stakeholders that will participate in the SRTS Program:

- Principal Parents School staff Safety/patrol Officer Local Health Department
 Local Planning or Engineering Department Other:

We have no safety patrol.

The below contacts express their interest and support of becoming a Safe Routes to School Partner

Main Point of Contact(s)

Name Patty Smith

Title School Nurse

Email psmith@faystonelementary.org

Telephone 802-496-3636

Principal Information

Name Cathryn Hayes

Signature *Cathryn Hayes* Date 12-9-11

Email chayes@faystonelementary.org

Comments:

Questions? Please contact Abby at info@saferroutesvt.org or 802.598.8651

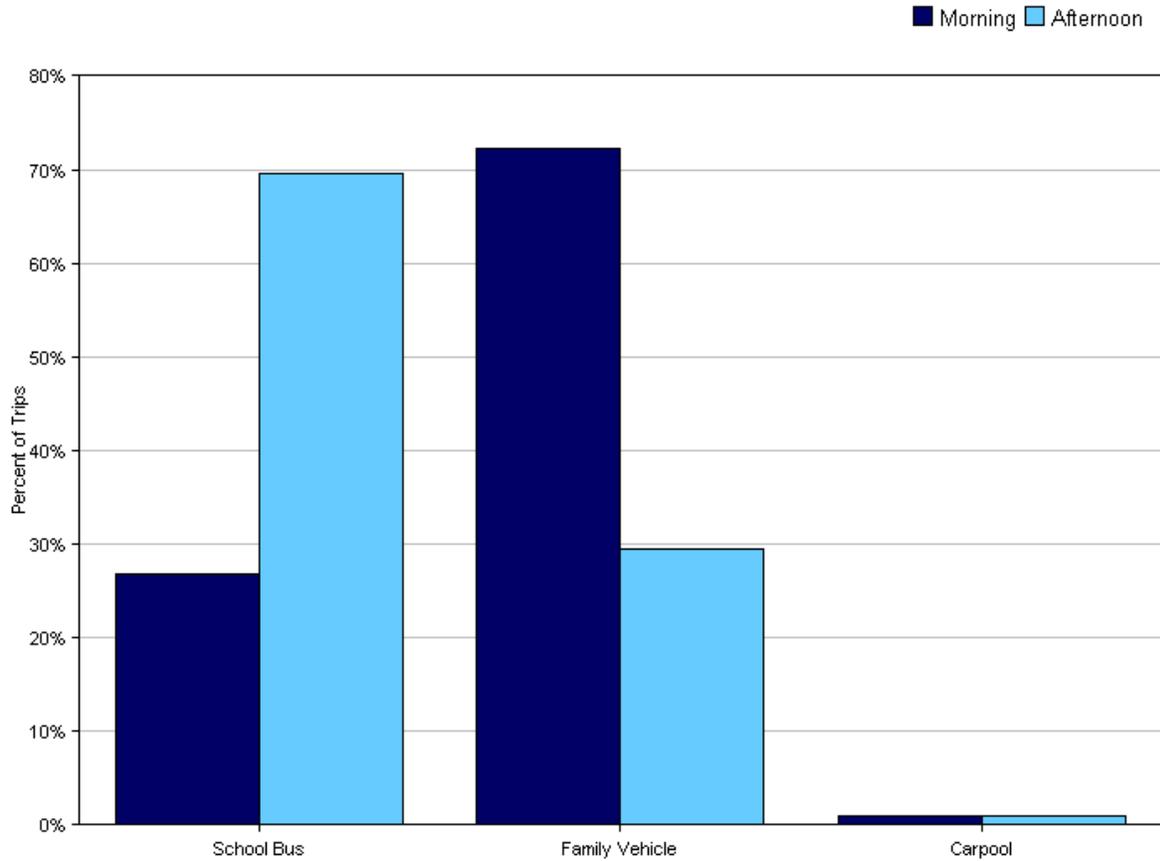
Brought to you by the Vermont Agency of Transportation

Tally Report Summary

Program Name:	Fayston Elementary	Month and Year Collected:	January 2012
School Name:	Fayston Elementary	Set ID:	8512
School Enrollment:	97	Date Report Generated:	01/25/2012
Enrollment within Grades Targeted by SRTS Program:	97	Number of Classrooms Included in Report:	7
Number of Classrooms in School:	5		

This report contains information from parents about their children's trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

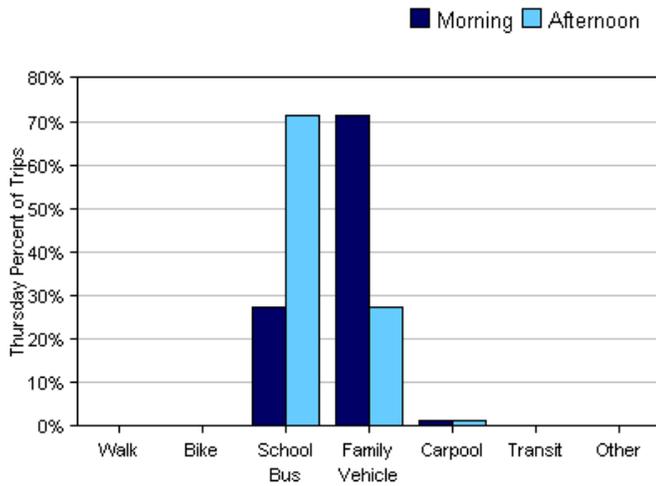
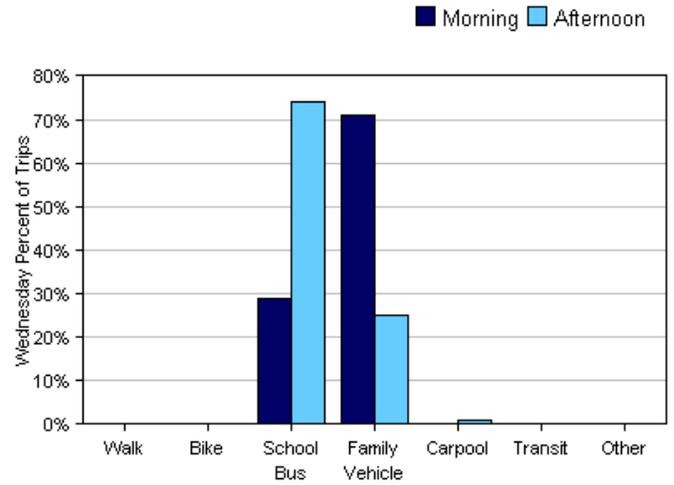
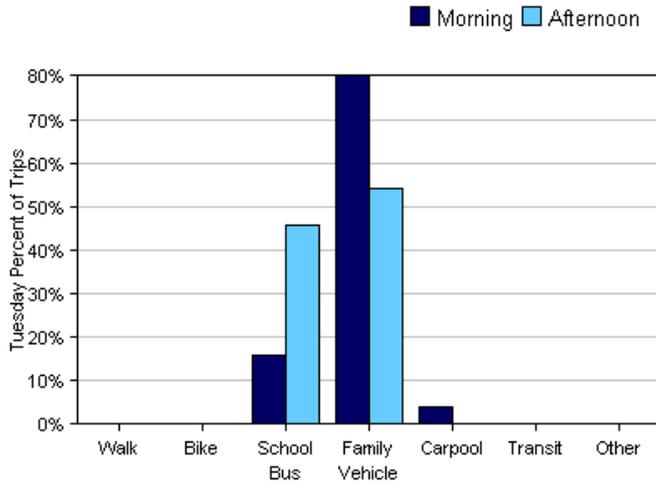


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	202	0%	0%	27%	72%	1.0%	0%	0%
Afternoon	200	0%	0%	70%	30%	1%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

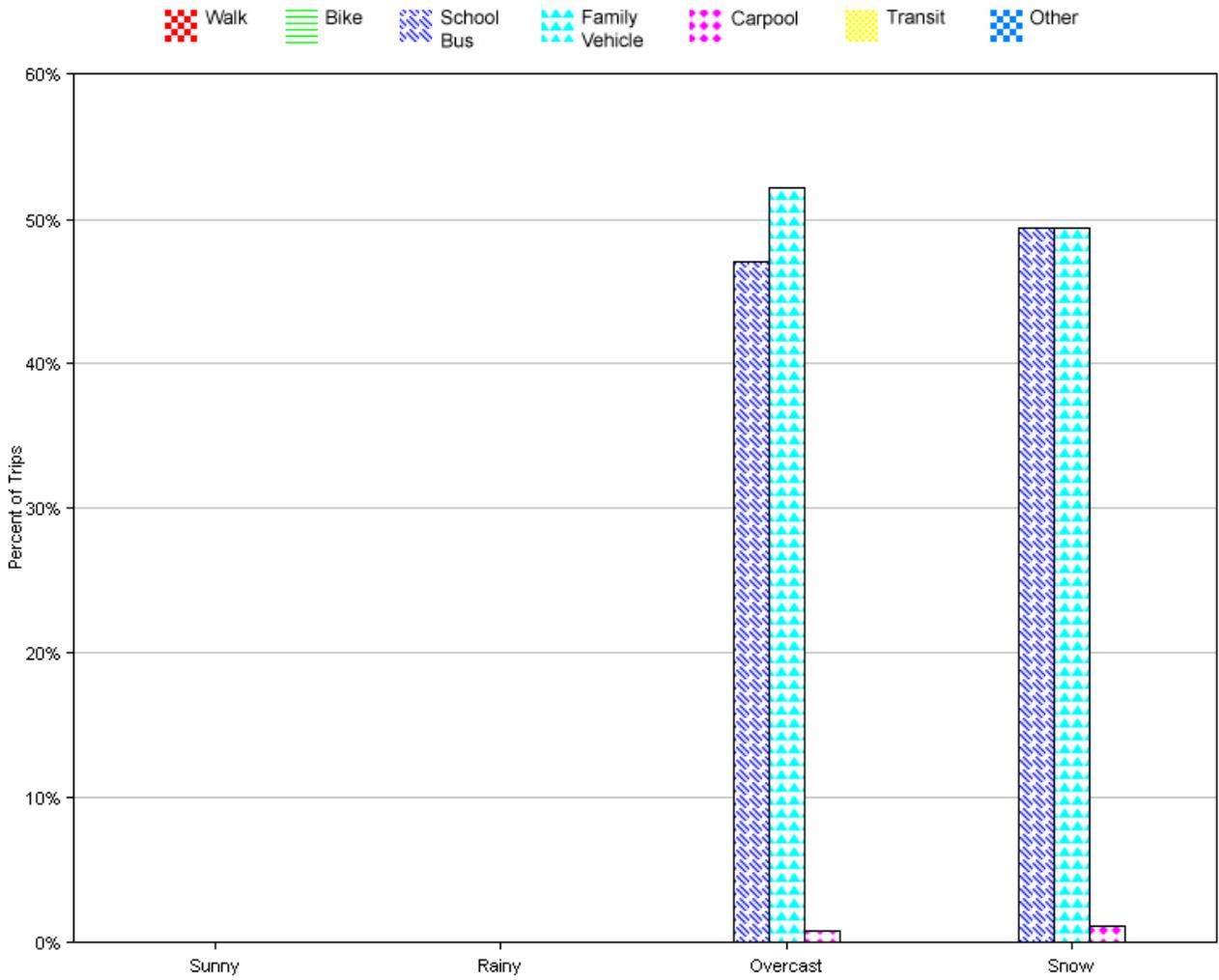


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	25	0%	0%	16%	80%	4%	0%	0%
Tuesday PM	24	0%	0%	46%	54%	0%	0%	0%
Wednesday AM	93	0%	0%	29%	71%	0%	0%	0%
Wednesday PM	92	0%	0%	74%	25%	1%	0%	0%
Thursday AM	84	0%	0%	27%	71%	1%	0%	0%
Thursday PM	84	0%	0%	71%	27%	1%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	0	0%	0%	0%	0%	0%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	234	0%	0%	47%	52%	0.9%	0%	0%
Snow	168	0%	0%	49%	49%	1%	0%	0%

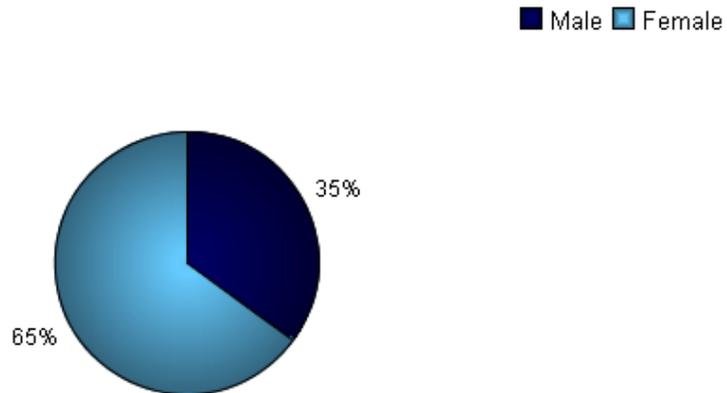
Percentages may not total 100% due to rounding.

Parent Survey Summary

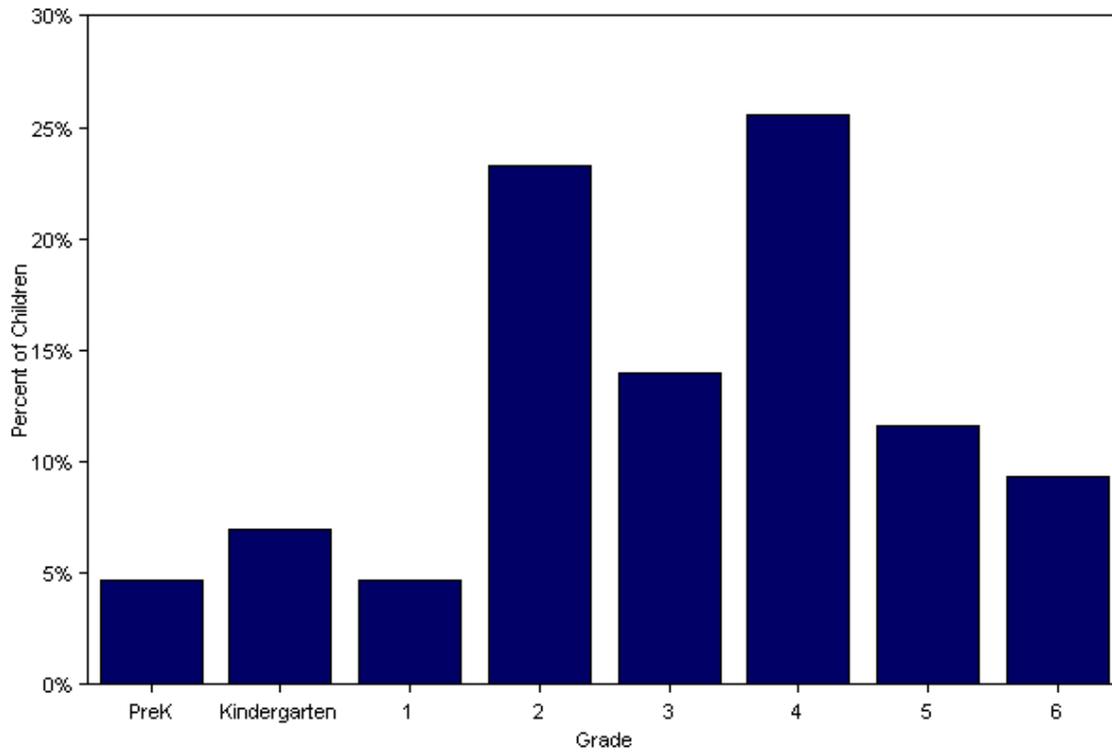
Program Name:	Fayston Elementary	Month and Year Collected:	March 2012
School Name:	Fayston Elementary	Set ID:	7720
School Enrollment:	97	Date Report Generated:	04/24/2012
Enrollment within Grades Targeted by SRTS Program:	97	Number of Questionnaires Analyzed for Report:	43
Number of Questionnaires Distributed:	97		

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



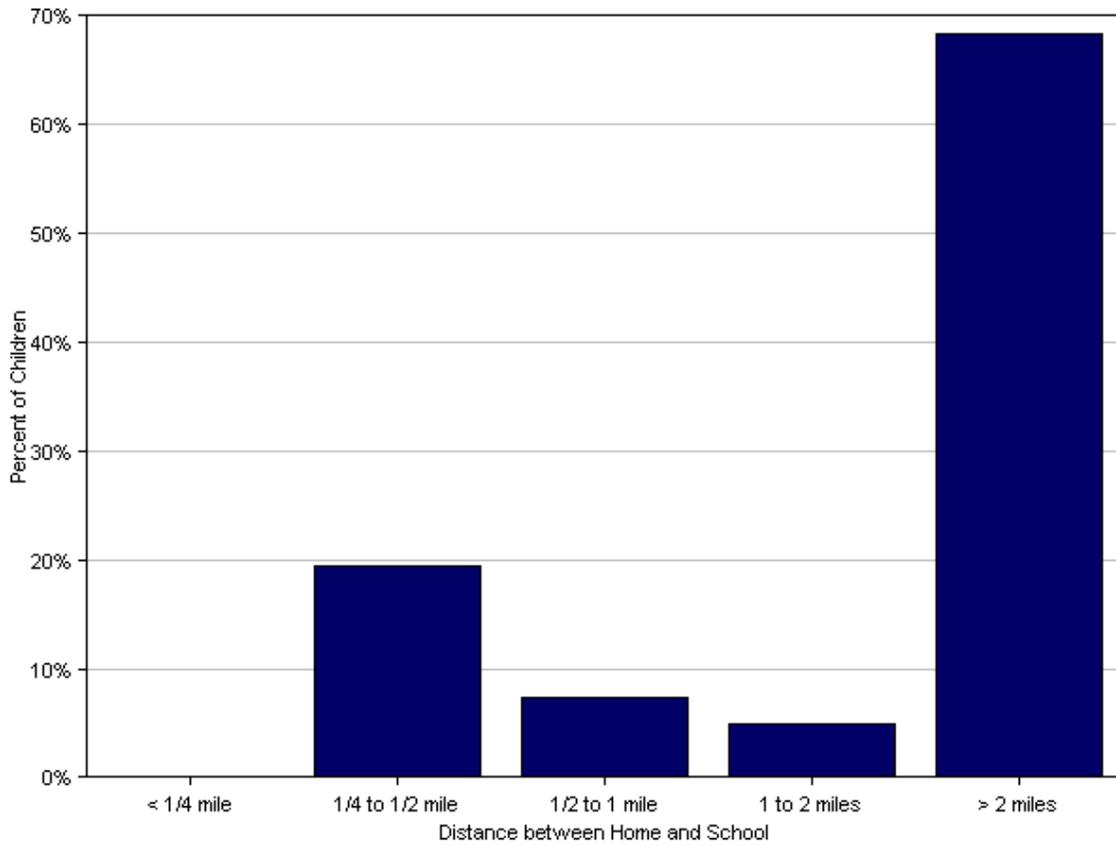
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	2	5%
Kindergarten	3	7%
1	2	5%
2	10	23%
3	6	14%
4	11	26%
5	5	12%
6	4	9%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

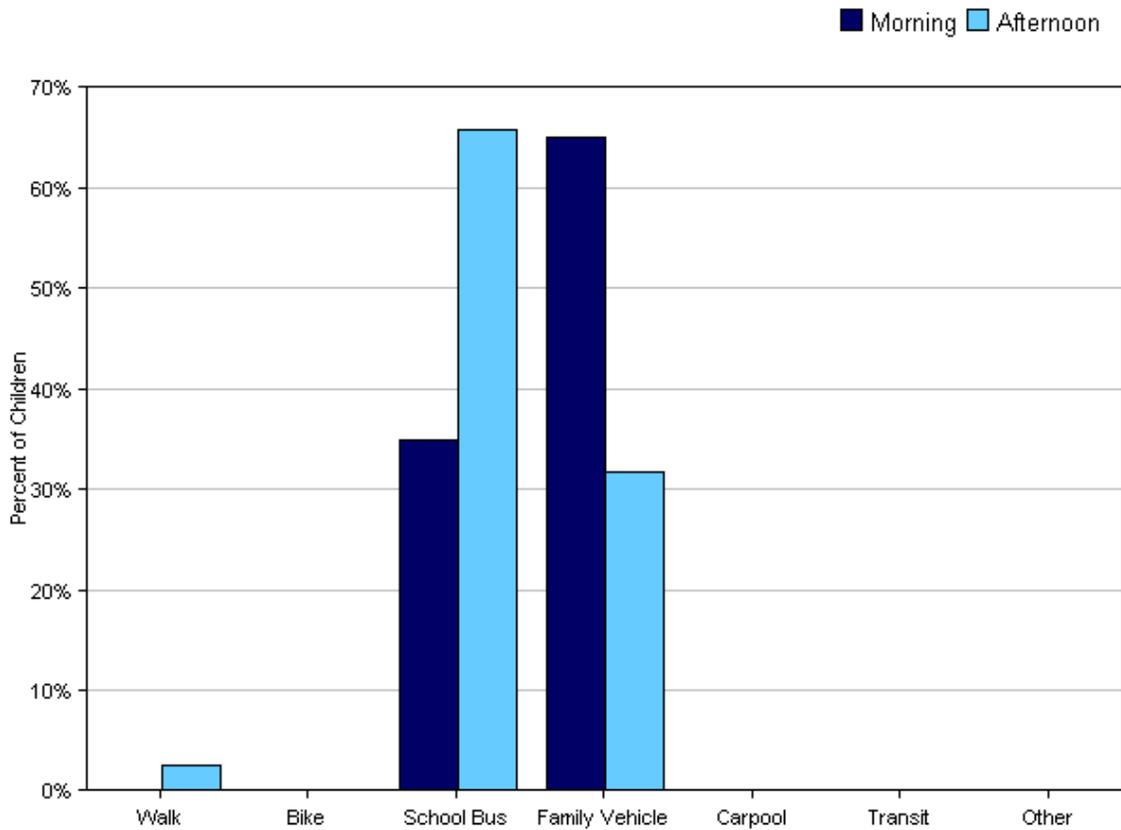


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	0	0%
1/4 mile up to 1/2 mile	8	20%
1/2 mile up to 1 mile	3	7%
1 mile up to 2 miles	2	5%
More than 2 miles	28	68%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

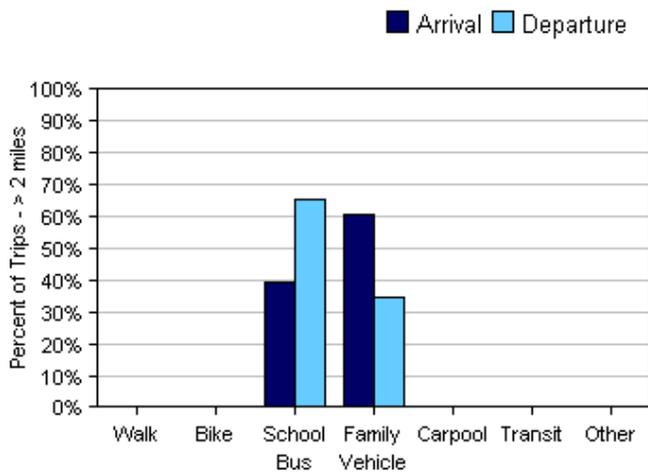
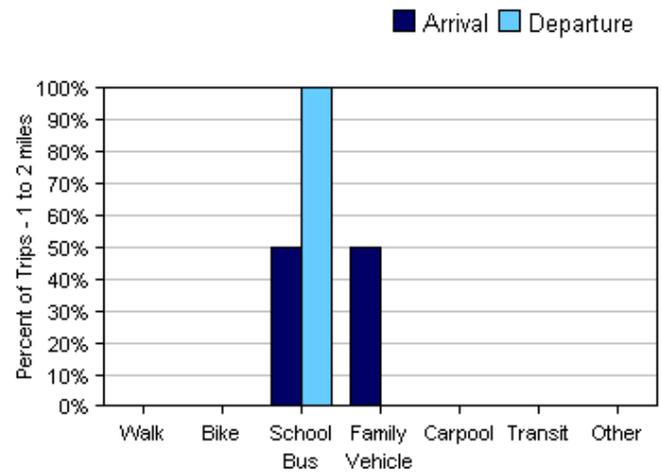
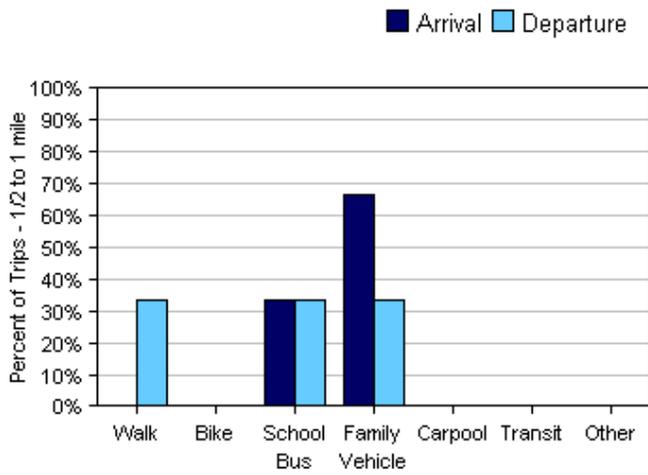
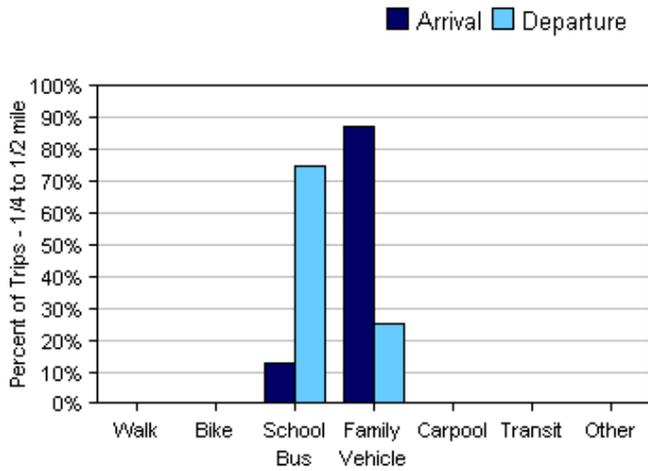
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	43	0%	0%	35%	65%	0%	0%	0%
Afternoon	41	2%	0%	66%	32%	0%	0%	0%

No Response Morning: 0

No Response Afternoon: 2

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	0	0%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	8	0%	0%	13%	88%	0%	0%	0%
1/2 mile up to 1 mile	3	0%	0%	33%	67%	0%	0%	0%
1 mile up to 2 miles	2	0%	0%	50%	50%	0%	0%	0%
More than 2 miles	28	0%	0%	39%	61%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

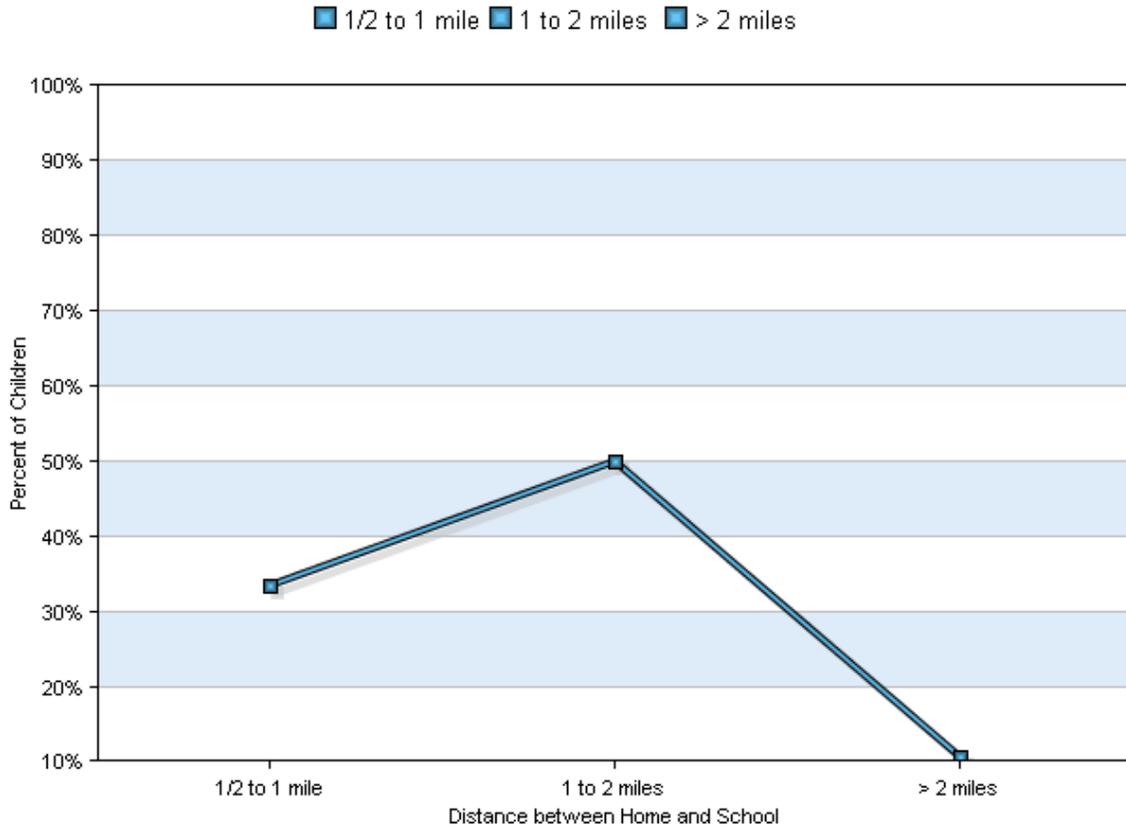
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	0	0%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	8	0%	0%	75%	25%	0%	0%	0%
1/2 mile up to 1 mile	3	33%	0%	33%	33%	0%	0%	0%
1 mile up to 2 miles	2	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	26	0%	0%	65%	35%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

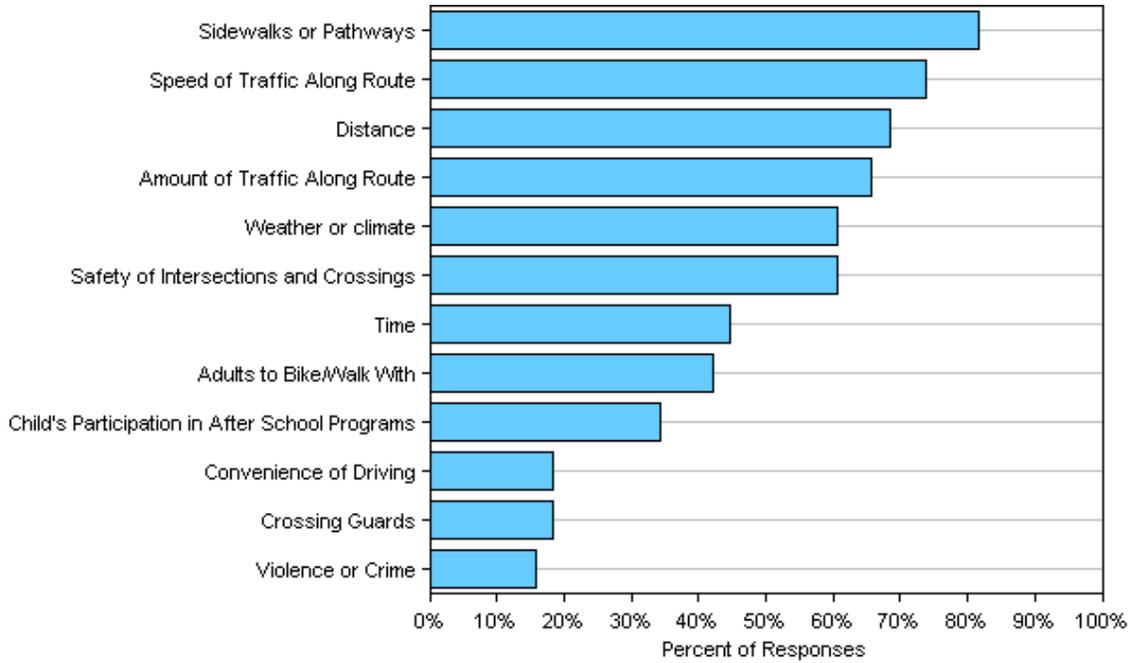


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

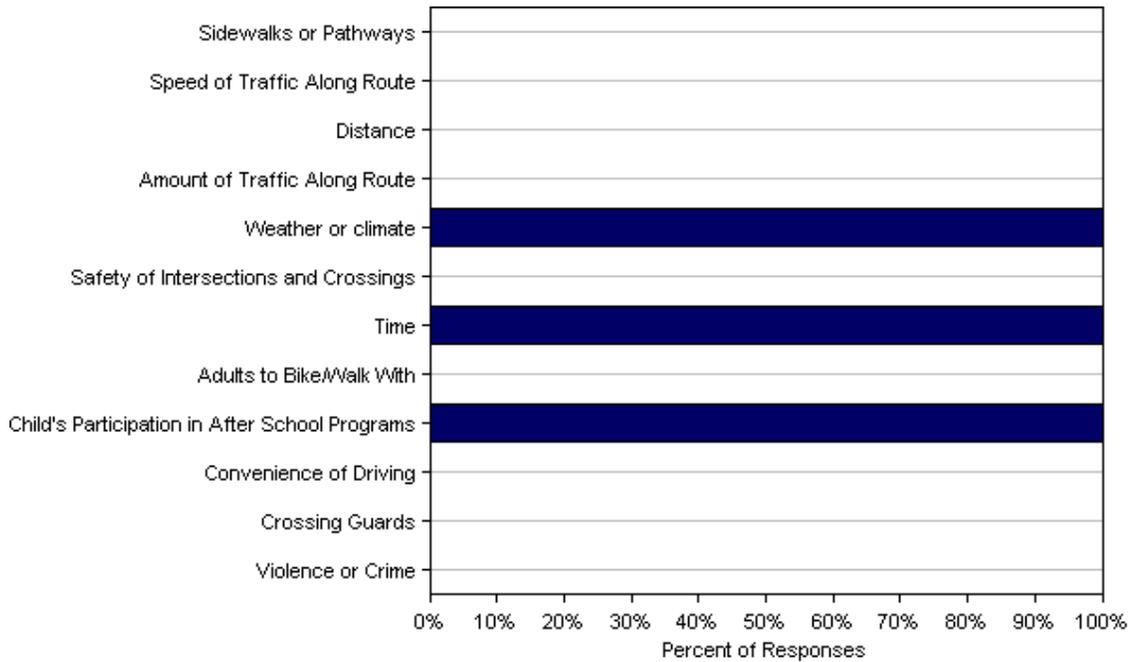
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	5	0%	0%	33%	50%	11%
No	36	0%	100%	67%	50%	89%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Sidewalks or Pathways	82%	0%
Speed of Traffic Along Route	74%	0%
Distance	68%	0%
Amount of Traffic Along Route	66%	0%
Weather or climate	61%	100%
Safety of Intersections and Crossings	61%	0%
Time	45%	100%
Adults to Bike/Walk With	42%	0%
Child's Participation in After School Programs	34%	100%
Convenience of Driving	18%	0%
Crossing Guards	18%	0%
Violence or Crime	16%	0%
Number of Respondents per Category	38	1

No response: 4

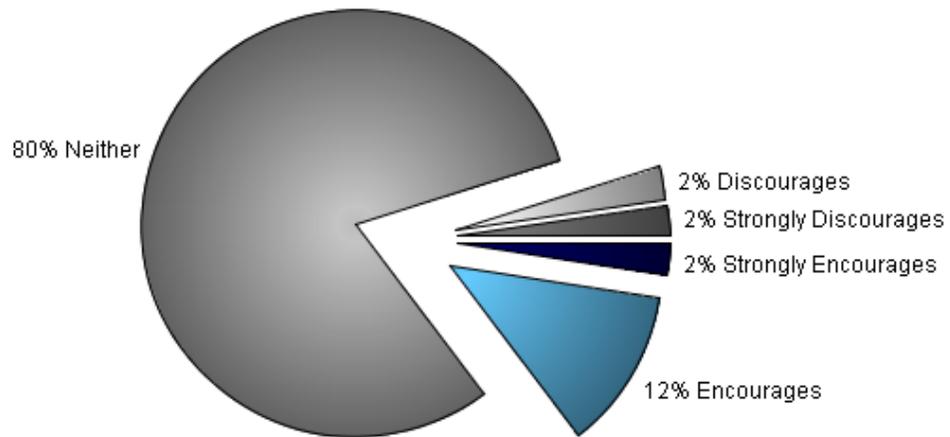
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

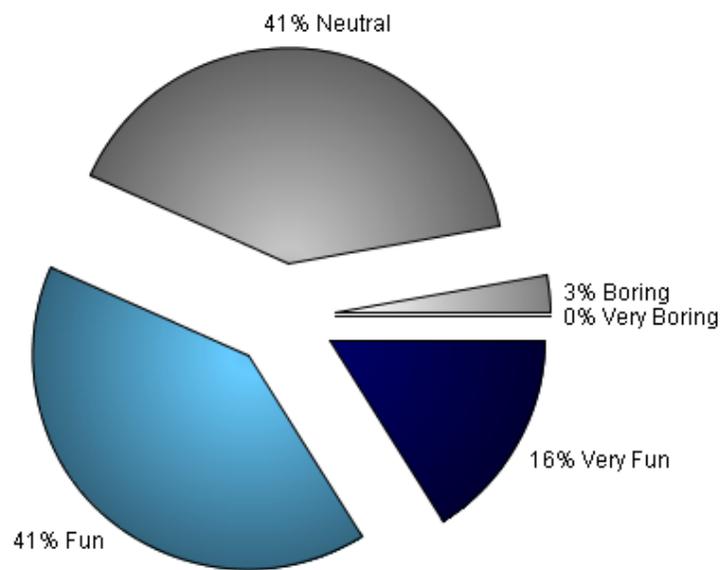
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

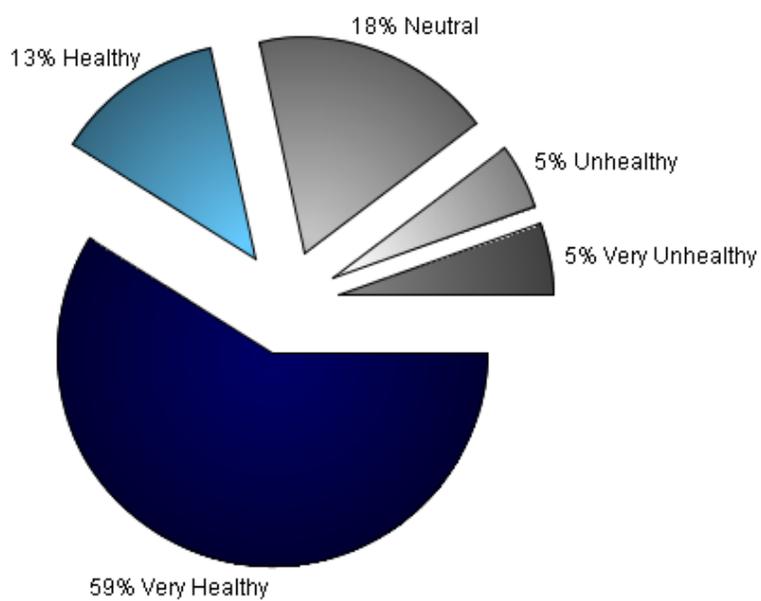
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
821727	If the roads were safer with wider bike lanes or shoulders, I would have my child bike to school every day.
821729	My child has biked up App. Gap and Roxbury Gap under adult supervision and safe guards in place (race/traffic guides), but route 17 in the morning (w/fast commuters!) is not safe without a bike lane. :(
821730	It is very unreasonable for my FES kids to bike to school. They would like it, but it's too far and unsafe from home. Possibly from home to Harwood, if safety conditions improved.
821739	Our route is too far to walk and extremely hilly to ride - sadly!
821746	I would consider biking with a safe bike path, not on the road...
821753	Would love more bike routes for kids to travel on
821770	The terrain and distance are the issues. Hills and dirt roads and too far...
821774	Sidewalks!
821775	Sidewalks! Cars drive too fast.
821737	We live about 10 miles from school with major hills/mountains so we're not sure walking and biking would ever be feasible.
821745	If we lived nearby the school, I would encourage walking and biking at a young age.
821756	Given the roadways, I don't see biking to school in our future - but we'd consider hiking to school!
821787	The roads have no shoulder for biking
821733	Fayston's geography and distance of the school to most students does not allow safe and timely walking or biking to and from school.
821779	There is currently no safe way for my child to get to/from school
821728	This community is so rural that walking or biking to school is not a possibility for many kids. Even if the distance is not far, the hills that the kids may have to walk or bike up are a challenge for younger kids
821751	While I think my child would enjoy biking home once or twice -- there are a lot of mountains that might change that enthusiasm.
821757	I am wondering if this is really important. I would rather this be a school conference paper, instead of forcing us to communicate over a computer. -M
821748	I feel my concerns are not issues the school could change.
821758	We live 5+ miles from our child's school. These questions don't really apply - there is nothing you could do to improve the distance we are from school.
821755	She is 5 and can not ride a bike. Things may be different when she is older.
821776	If school started a little later and if there were sidewalks or paths, this would all work!

APPENDIX F: NON-ENGINEERING STRATEGIES RESOURCE GUIDE

Strategy	E's	Advantages	Considerations	Resources
<p>Walking and Biking Safety Curriculum and/or Assembly</p> <p>These lessons can be held in the fall to promote Walk to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.</p> <p>Instruction as a part of school curriculum is also vital to ensuring on-going learning of bicycle and pedestrian safety and development of skills.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Assures all children learn bicycle and pedestrian safety skills • Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school • Establishes consistent messages for young pedestrians and bicyclists • Provides a refresher for parents if take home materials are provided in conjunction with the assembly. It's never too late to correct bad habits. • Events can make learning fun, and help strengthen community ties with event organizers and participants. 	<ul style="list-style-type: none"> • Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bicycle safety fairs). • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. 	<ul style="list-style-type: none"> • Walk Smart/Bike Smart Vermont! http://healthandlearning.org/documents/WalkSmartBikeSmartFINAL2008_001.pdf • National Highway Traffic Safety Administration Pedestrian Safety Lessons http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum • WalktoSchool.org - Classroom activities that encourage walking and biking. www.walktoschool.org/eventideas/classroom.cfm • Willie Whistle - The National Highway Traffic Safety Association has created a video to help teach children pedestrian safety skills. http://www.nhtsa.gov/people/injury/willie/willie.zip • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Continue to Participate in Walk to School Day</p> <p>Walk to School Day is a one-day event that celebrates walking and biking to school.</p> <p>Generally this event is scheduled for the first full week in October. Why not use this strategy multiple times a year?</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Excellent kick-off event for Safe Routes to School program • Generates enthusiasm for walking and biking • Way to raise community awareness about safety issues • Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations • Can be folded into studies of international cultures as it is an international event • Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1. 	<ul style="list-style-type: none"> • Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event • Should provide bicycle and pedestrian safety information to children and parents • International Walk to School Day takes place in October but some schools organize multiple Walk to School Day (or “Walk and Roll Day”) events over the course of the school year (e.g. one in the fall and one in the spring). 	<ul style="list-style-type: none"> • U.S. Walk to School Day website (provides resources and event registration): www.walktoschool.org • International Walk to School Day website: www.iwalktoschool.org/ • Plan and promote your Walk to School Day event http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/How%20To%20-%20Special%20Events.pdf • Include students when it is too far or unsafe http://saferoutes.vermont.gov/sites/saferoutes/files/Including%20Students%20When%20It%27s%20Too%20Far%20or%20Unsafe%20VT.pdf • See Partner Resource CD for more materials
<p>Frequent Walker/Bicyclist Program or Walking Wednesdays</p> <p>Track and reward students who walk and bicycle to school. Can be an individual competition or a competition among classes.</p>	<p>Encouragement</p>	<ul style="list-style-type: none"> • Provides positive reinforcement for walking and bicycling. • Children respond to incentives. • Can include all students. • Can include walking and bicycling beyond the trip to school. 	<ul style="list-style-type: none"> • Necessary to identify a coordinator. • Establish a simple record-keeping system. • Establish age-appropriate goals. • Consider giving rewards to parents as well, since parents are often involved in the commute to school. 	<ul style="list-style-type: none"> • Frequent Walker Punch card template http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/VT_SRTS_Punchcard_v2_110825-1.png • Vermont Challenge: Walk Across America http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/The%20VT%20Challenge%20-%20Walk%20Across%20Vermont%21.pdf • Tips for creating a walking and bicycling route map http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/Tips%20for%20Creating%20Walking%20and%20Bicycling%20Route%20Maps.pdf • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Traffic Enforcement (Staff/Crossing Guards)</p> <p>This can be an ongoing program for school staff and crossing guards. This works well if the school has an existing reward point program.</p>	<p>Education, Enforcement, Encouragement</p>	<ul style="list-style-type: none"> • Crossing guards play an important role in helping children cross the street at key locations, reminding drivers of the presence of pedestrians, and making parents feel more comfortable about letting their children walk and bicycle to school. • Staff and crossing guards can also reward students who are “caught being good” by issuing School Reward Points. 	<ul style="list-style-type: none"> • Requires some training and coordination with crossing guards 	<ul style="list-style-type: none"> • Adult School Crossing Guard Guidelines (NCSRTS) http://guide.saferoutesinfo.org/crossing_guard/pdf/crossing_guard_guidelines_web.pdf • Florida School Crossing Guard Training Guidelines http://saferoutesinfo.org/program-tools/florida-school-crossing-guard-training-guidelines • Lessons from Florida’s Crossing Guard Program http://saferoutesinfo.org/events-and-training/srts-webinars/lessons-floridas-crossing-guard-program • See Partner Resource CD for more materials

Strategy	E's	Advantages	Considerations	Resources
<p>Bicycle Safety Fair</p> <p>This is a single-day event that promotes bicycle safety. At the bicycle safety fair, students can borrow bicycles or bring their own.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Events like bike safety fairs make learning fun and can help strengthen community ties with event organizers and participants. • At the bicycle safety fair students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The bicycle safety fair can also have a closed “test course” for the students to ride along. This helps the students to practice in a safe environment and gain confidence in their decision-making skills. • One possible partner for this is the local police department. 	<ul style="list-style-type: none"> • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. • These events require planning and materials to share with students 	<ul style="list-style-type: none"> • Teaching a Bicycle Safety Fair in Vermont http://www.vtbikeped.org/what/VT_Safety_Fair_Curriculum.pdf • Bicycling Life page on bicycle safety fairs: http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm • An organizer’s guide to bicycle safety fairs http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf • Easy steps to properly fit a bicycle helmet http://www.nhtsa.gov/people/injury/pedbimot/bike/EasyStepsWeb/
<p>Walk Audit/Parent Surveys / Student tallies</p> <p>The team will meet annually (ideally in August before school starts) to review the accomplishments from the previous year and set new goals for the upcoming school year.</p>	<p>Evaluation</p>	<ul style="list-style-type: none"> • Establishes baseline information on student travel behavior and perceived barriers to walking and biking • Helps determine existing needs • Helps determine success of SRTS efforts and identify needed adjustments 	<ul style="list-style-type: none"> • Best to conduct initial surveys before SRTS measures have been implemented • Requires teacher buy-in and administrative organization • Getting parents to fill out and return surveys can be a challenge. Follow up is necessary. Consider a contest among classes for highest rate of return. 	<ul style="list-style-type: none"> • Student In-Class Travel Tally Form: http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm • Parent Survey Form: http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm • Instructions for Survey Administration: http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm • Instructions for Data Entry: http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm

Strategy	E's	Advantages	Considerations	Resources
<p>Walking School Buses/ Bicycle Trains</p> <p>Walking school buses and bicycle trains are adult supervised groups of students walking and/or bicycling to school.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Adult supervision on the walk to school • Can be loosely structured or highly organized • Can include a meeting point in a parking lot so children and parents who must drive can participate. • Adults can rotate who will lead each time. 	<ul style="list-style-type: none"> • Need to identify routes where conditions support walking and there is sufficient demand for supervised walking • Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted. • More organized structure requires considerable planning 	<ul style="list-style-type: none"> • How to start a walking school bus or bike train http://guide.saferoutesinfo.org/walking_school_bus/pdf/wsb_guide.pdf
<p>Drive Safe Campaigns</p> <p>Some parents are not aware of how their driving behavior can put walking students at risk. This teaches parents how their unsafe driving habits can put their children in danger.</p>	<p>Education</p>	<ul style="list-style-type: none"> • Has the ability to positively effect change in and community around the school • Improves the safety of the walking environment • Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds. 	<ul style="list-style-type: none"> • This requires a person to organize and administer the campaign. • May not be effective at schools where parent/teacher organizations are weak • Law enforcement officers would be great at speaking at the campaign events. Sometimes, due to their heavy schedules that can be difficult to pin down. • A good way to contact parents is at back to school night and PTA meetings. Starting at the beginning of the year helps to prevent bad habits from starting. Law enforcement officers (or other teachers) can hold a brief assembly to explain the dangers of unsafe driving in school areas. • Law enforcement officers can provide a demonstration of how difficult it is to quickly stop a moving vehicle at 50, 40 and 30 mph. The National Center has information on how the speed of the vehicle can affect the severity of injury that the pedestrian experiences in a crash. 	<ul style="list-style-type: none"> • Driving Around Schools: Keeping Children Safe http://apps.saferoutesinfo.org/lawenforcement/resources/driving_tips.cfm • Parents, Avoid Becoming a Traffic Hazard http://www.aaamidatlantic.com/FetchFile.ashx?id=e55bfa26-a70d-4e17-afde-073b86cc9975

Strategy	E's	Advantages	Considerations	Resources
<p>Crossing Guard Appreciation Day</p> <p>Crossing guards help our children cross the road safely in the mornings and afternoons, in all weather conditions. Remind them that you appreciate their service and dedication. Students can create thank you cards that they deliver themselves during their walks home, or teachers and administrators can honor them formally during a school assembly.</p>	<p>Encouragement</p>	<ul style="list-style-type: none"> • Maintains a positive relationship between the crossing guards and the school/community. • Can inspire crossing guards to continue to be reliable, safety figures. • Creates an opportunity to remind students why it is important to practice safe walking skills. 	<ul style="list-style-type: none"> • Requires coordination between the crossing guards, school administrators and school instructors. • May require materials to create the thank-you cards. • Is most effective with newsletter and in-school announcements. • Relatively inexpensive strategy 	<ul style="list-style-type: none"> • Active Transportation Alliance webpage for Crossing Guard Appreciation Day http://www.activetrans.org/crossingguard